

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of related literature. The literature concerns with theoretical frame work underlying this study, which is presented in detail. This chapter discusses Writing for learning, the process of writing, The Narrative text, and The Mindscape Strategy.

#### **A. Writing for learning**

There are four skills in learning language, they are writing, listening, speaking and reading. In this study, the writer focuses in writing. In school, writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging for being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Writing is often not time-bound in the conversation. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write, it

may well provoke language development as they resolve problem which the writing puts into their minds.<sup>3</sup>

### **B. The Process of Writing**

Writing is a process through which someone discovers, organize, and write thinking or idea to communicate with a reader. Writing is one of linguistic components. Writing is different with oral skill. In writing, we have only words and punctuation to form message, but must have opportunity to organize thoughts until finished the product.

Many students think that writing is so difficult. Writing is not easy. It takes to study and practice to develop this skill. There are many strategies to develop this skill. The writing process needs the comfortable situation because it will help the students out the idea.

In this case, the researcher will inform about writing process in detail. The general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing and making a final draft. Those are described as follows:

1. Prewriting is a way of generating ideas, narrowing a topic or finding a direction or the activity to help the writer produces ideas for his or her writing assignment.
2. Organizing involves sorting ideas in a logical manner to prepare to write a draft.

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<sup>3</sup>Jeremy Harmer, *How to Teach Writing* (Malaysia: Pearson Education Limited , 2004),31.

3. Drafting is the part of the writing process in which composes sentences in paragraph form to produce the first copy of essay.
4. Revising is one of the most important steps in writing a paper involves smoothing out writing, adding more detail, and making other changes that will help to say what want to say in the best way.<sup>4</sup>

### C. The Narrative Text

A narrative is a story. A narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone joke, or if you write about the events of the day in the privacy of a diary or journal.

Parera had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing form time to time.”<sup>5</sup>The other definition of narratives is event selection and event sequencing is two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative.”<sup>6</sup>

Usually, narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, etc. Narrative is present in every age, in every place and in every society. The purpose someone present narrative text is to

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<sup>4</sup>Joy Wingersky,dkk,*Writing Paragraphs and Essays* (California: Wadsworth Publishing Company,1992),3.

<sup>5</sup>Jos Daniel Parera, *MenulisTertibdanSistematisEdisiKedua*(Jakarta: Erlangga,1993),5.

<sup>6</sup>Emi Ermawati, *Narrative Structure of Short Stories*, (Malang: UIN Maliki press,2010),24.

entertain the reader. Narrative structure is generally described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener or viewer.<sup>7</sup>

#### **D. Generic Structure of a Narrative**

Every text has a different generic structure and different grammar. In Narrative text, we always use simple past tense.

Derewianka (1990:32) states that the steps for constructing a narrative are orientation, complication and resolution.

##### **1. Orientation**

In which the writer tells the audience about who the character in the story are, where the story taking place, and when the action is happen. This structure starts the story in narrative text. When the readers look at this part, the reader ill kno the character of the story and imagine the place.

##### **2. Complication**

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character and often serves to (temporally) toward them,

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<sup>7</sup>Ibid,25.

for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

### 3. Resolution

After get many complication or problem or after get the climax, in narrative text the character always get the resolution of their problem. Sometimes, the reader will feel happy or sad, depend on the ending of the story. Resolution is an interesting part of the story, because the reader always wait the characters' life after get many problem and usually they hope that the story is happy ending.

The complication may be resolved for better or for worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative, which leave us wondering.<sup>8</sup>

Based on the statement above, the writer concludes that the generic structures of narrative text:

Firstly is orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. Secondly is complication. In complication, the writer tells how the problem arises, sometimes something unexpected events will happen. Thirdly is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left

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<sup>8</sup>Beverly Derewianka, *Exploring How Texts Work* (Australia: Primary English Teaching Assosiation, 1990), 32.

completely unresolved. The writer can conclude that resolution is the end of story. Furthermore, the generic structure of narrative text can be shortened as orientation, complication and resolution.

#### **E. Rules of Narrative Text**

Derewianka (1990:32), Primary English Teaching Association also states several common grammatical patterns of a narrative text. They are specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics, use of action verbs to refer the events, use of past tense to locate events in relation to speaker's or writer's time, use of conjunctions and time connectives to sequence of events, use of adverbs and adverbial of phrases to indicate place and time, use of adjectives to describe nouns.<sup>9</sup> Narrative is a linguistic cross-road of culture, cognition, emotion and serves the dual functions of sense-making and self presentation.<sup>10</sup>

From statements above, the writer conclude that the rule of narrative text are focus on individual participants, use nouns or pronouns to identify human, animals or thing; use of action verbs; use past tense; use adverbs or adverbial of phrases to indicate place and time; and use of material or action clauses. Other special rule in narrative text are the culture( narrative text shows the culture where the story take place), emotion (in narrative text, the writer always shows the emotion of the character in the story. like feeling happy, sad, angry, confused,

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<sup>9</sup>Ibid,32.

<sup>10</sup>Ibid,27.

etc), and the writer serves the dual functions of sense-making and self presentation. So, narrative text has different sense than other text.

## F. MINDSCAPE

There are some expert define brain pattern for increasing the language skill. Some suggest for using it in prewriting for gathering ideas and deciding the topic, some think that it is a tool for outline or connecting the ideas. Considering this, Hartfiel argues that the use of a brain pattern is important, as it is an easy way to discover what we know about a subject.<sup>11</sup>

### 1. Definition of Mindscape

Mindscape is a shape of visual idea that using picture and words.<sup>12</sup> Their visual basis helps one to distinguish words or ideas, often with colors and symbols. Mindscape describes the branches of information showing the meaning of key word and its relation.<sup>13</sup> Starting from the idea, the students can create the great imagination of their work or topic. Buzan recommended to use this technique because it is relates to the natural work of human brain comprehensively.<sup>14</sup> To make mindscape, the students can use color, picture and symbols for keeping memory of information. Color is part of visual thought. It helps to differentiate ideas, pay any attention and to strengthen memorization. Picture represents to help students to be focus on the key words to visualize those words and form. For

<sup>11</sup>Hartfiel V Faye, *Learning ESL Composition*, 5.

<sup>12</sup>Nancy Margulies and Cristine Valenza, *Pemikiran Visual*, (Indonesia: Indeks, 2008), 14.

<sup>13</sup>Linda Campbell, etc. *Multiple Intelligences Metode Terbaru Melesatkan Kecerdasan* (Depok: Inisiasi Press, 2002), 122.

<sup>14</sup>Ibid. 121

example, the students can use circle, square, triangle, tree, mountain and other shape to represent their idea.

Bobbie De Porter defines that mindscape is note-taking method which helps us to remember, increase the understanding of material, assist to organize and give new knowledge.<sup>15</sup> Here, mindscape is used for brainstorming, the assignment of reading and writing. A recent research shows that relating information with the visual perception makes information easy to remember because brain selects information and saves it in category.<sup>16</sup> Making association is extraordinary assistant, only bordered by imagination.

Mindscape uses visual and sensory memory like picture, symbols, and forms and color activating two sides of the brain so that it can organize and plan the lesson. It stimulates creativity and the original ideas, increase memorization, and follow the way of thought of the brain so that is pleasant and creative tool.<sup>17</sup>

Hobie Swan explains that a mindscape is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in

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<sup>15</sup>Bobbie de Porter, etc. *Quantum Teaching Mempraktikkan Quantum Learning di Ruang-ruangKelas*(Bandung: Kaifa,2000),175.

<sup>16</sup>Ibid,186.

<sup>17</sup>Ibid,152

brainstorming, the random recording of ideas might lead to problems with the structure of students' texts.

## 2. The Strength and weakness of Mindscape

There are many advantages of mindscape learning strategy if we used in writing teaching and learning process. The first advantage of mindscape learning strategy is fun to use. It can be fun because using mindscape learning strategy, they can express their idea and using many colors when they make mindscape. The next advantage, it uses the whole brain, so it suits left and right brained individuals. The other advantages of mindscape learning strategy are using words and pictures and very active learning.

Beside has a strength, mindscape learning strategy has disadvantages too. The first disadvantage, it is time-consuming because before students do writing, they have to make a mindscape first. So, it spends many times. The next disadvantages, Pre-drawn mindscape are often given to the students. This defeats their object. The note taking has become passive again. The other disadvantage, Mindscape is sometimes forced on students who do not find it useful.

## 3. The Principle of Making Mindscape

The mindscape is a natural function of human mind. Mindscape can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

The mindscape has four essential characteristics: a) the subject of attention is crystallized in a central image, b) the main themes of the subject radiate from the central image on branches, c) branches held a key image/word printed on the

associated line-details radiate out, d) the branches form a connected nodal structures.

#### 4. How to Draw the Ideas

Tony Buzan suggests the following guidelines for creating mindscape:

- Start in the center with an image of the topic, using at least 3 colors.
- Use images, symbols, codes, and dimensions throughout your mindscape
- Select key words and print using upper or lower case letters.
- Each word/image is best alone and sitting on its own line.
- The lines should be connected, starting from the central images. The central lines are thicker, organic and thinner as they radiate out from the centre.
- Make the lines the same length as the word/image they support.
- Use multiple colors throughout the mindscape, for visual stimulation and also to encode or group.
- Develop your own personal style of mindscape.
- Use emphasis and show associations in your mindscape.
- Keep the mindscape clear by using radial hierarchy, numerical order or outlines to embrace your branches.

Then, Hartfiel gives Tips for Brain Patterning that the way is like mindscape.

- Write your subject in the center of the page, draw a circle around it.
- Write words in capital letters for easier read-back.

- Write words on lines with each line connecting to the center circle or to another line.
- Write without stopping to think, keep the pen or pencil moving at all times to let your subconscious mind generate ideas.
- Don't spend too much time trying to think of just the right English word.
- Don't worry about order and organization.